

# **CHAPTER I**

## **INTRODUCTION**

This chapter providing the general outline of the study. It consists of background of study, research problem, purpose of the study, significance of the study, scope and limitation, and definition of key term.

### **1.1 Research Background**

English Language is familiar heard as a global language. According to Crystal (2003), Global Language can be defined as a language that attains a genuinely worldwide status when it builds up a special role that is recognized in every country. We know that English Language spread around the world and we also we called international language because in every country learn English language. One of the countries that learns English is Indonesia. Even though, English language not as the first and second language in Indonesia, the government requires to learn English language.

Introducing or teaching English for young learner is important. We have to introduce English start from a young age, or it can be before the children joined Elementary School. According to Brown (1987:45), childhood is the best period for acquiring a native or near-native pronunciation because children's speech muscles are

still flexible, so it's easy for them to learn the second system of the foreign language. Moreover, there are a lot of course sites or program to learning English language. Then, the parents try to incorporate into those programs to make their children follows the current development of education.

One of program learning English language is English for Young Learners (EYL) that held by English Department at University of Muhammadiyah Malang. In EYL program the teacher does not teach as formal as the way teacher teaching in the school, the teacher will make learning English is fun and make creative learning because every student has different needs, interests, and abilities. By creative learning, teachers can use some methods, such as playing while learning because children like to play. According Halimi (2010) children love games. Interesting games and playing fun can promote and maintain children's motivation and interest in learning English

Although teaching English to the young learner is fun, it is not as easy as teaching English for an adult. The teacher possible to find some problems in teaching practice such as designing lesson plan, managing the classroom, designing technique or method to make children interested in studying English, etc. In this study, the researcher found one of the teaching problems from the previous study. It was about a non-linguistic problem that was faced by the teacher in teaching EYL (Nurwanto, 2007). The problems of non-linguistic were from the side of the teacher, students, time allocation, and facilities. The teacher solves non-linguistic problems by

separating the noisy students: advising them, giving some games and songs, reading stories and giving more attention individually. The solution from the teacher is interesting, it will make the class not bored. Also, all of those solutions can be used if another teachers' EYL find the same problems.

Abrar (2016) with the title *“Teaching English Problems: an Analysis Primary School Teachers in Kuala Tungkal”* found some problems in her study. One of them is shyness. Shyness problems happened during the learning and teaching process. The problem mostly occurred when the students were asked to do some activities related to the lesson, such as reading and speaking. So the problem can affect the students' activities in the learning process.

Therefore, the pervious study asserts that the teacher only focus on problem while speaking and reading materials. In this study focused on the hole material that include four skills such as speaking, reading, writing, and listening. As the student who joins the EYL program at UMM, the researcher may find the different problems as above, so this research conducted to know the teachers' problems in EYL program and to know how the teachers solve the problems in English for Young Learner program at UMM. Especially, in the third grade of EYL program at UMM.

## **1.2 Research Problems**

- 1.2.1 What are the teachers' problems in English for Young Learner (EYL) program at UMM?
- 1.2.2 How do the teachers solve the problem in English for Young Learner (EYL) program at UMM?

## **1.3 Research Significance**

This study has both theoretical and practical significance. Theoretically, this study is expected to give more information about kinds of problems that happened in English for Young Learner (EYL) program at UMM. Then, practically, this study is expected to give the information how to solve the problems that faced by teachers' EYL program. Also, the next researcher who joins EYL program can try to find another problem, if they have the same interest in the same field of study, to make EYL program better in the future.

## **1.4 The Purposes of the Study**

- 1.4.1 To know what are the teachers' problem in English for Young Learner (EYL) program at University of Muhammadiyah Malang.
- 1.4.2 To know the way how the teachers, solve the problem in English for Young Learner program at University of Muhammadiyah Malang.

## **1.5 Scope and Limitation**

The scope of this study is limited to the English for Young Learner (EYL) program at University of Muhammadiyah Malang, conducted by English Language

and Education Department. This research is only limited to the teachers conducting practice teaching at the third grade in the EYL program. The teaching runs for nine meetings, while the study focused on seven meetings. The other two meetings were self-observation.

### **1.6 Definition of Key Terms**

1.6.1 **English for Young learner** (EYL) is one of programs that held by English Department at University of Muhammadiyah Malang. Only student in the 6<sup>th</sup> and 7<sup>th</sup> semesters who can join this program.

1.6.2 **Problem** as a practical or theoretical difficulty that a student has to solve independently by his own active research. Okon in (Dostal: 2015)

1.6.3 **Solution** which has to be overcome during the solution process. (Dostal: 2015).

